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ABSTRACT

This handbook, a how-to-do-it summary, explains the needs assessment in adult education programs. It contains workshop materials necessary for developing an organized needs assessment. Needs assessment, a systematic method of identifying what needs to be done in a given area, is operationally analyzed according to symptoms, problems, diagnosis, assessment, proposed solutions, implementations, evaluations, and deeper levels of needs assessment. The workshop materials, presented in seven sections, are designed to help adult educators achieve seven basic outcomes: (1) develop a working knowledge of the needs assessment process, (2) develop a working knowledge of the community overview process, (3) organize a basic structure for community survey instruments, (4) organize a time line and flowchart for the local community, (5) incorporate data into program planning, (6) measure impact in a variety of ways, and (7) design program objectives for a specific community. Definitions, "nuts and bolts," and other types of general/specific information are included in these guidelines. For objective 6, measuring impact, a participant questionnaire is provided. In conclusion, a seven-column program needs assessment is presented, comprised of the following areas: need, state handbook, advisory board, delivery system, resource guide, training workshops, and data system. Each area is analyzed by purpose, type of producers, audience, and occurrence frequency. (CSS)

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NEEDS ASSESSMENT IN ADULT EDUCATION PROGRAMS

(A How-To-Do-It Summary)

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INTRODUCTION

This document is a handbook designed to explain the needs assessment in adult education programs. As such, it is a how to do it summary. This document contains everything necessary for an organized needs assessment. It contains a basic definition of needs assessment. It operationalizes this basic definition in a detailed analytical summary.

By definition, a needs assessment is a systematic method of checking to identify what needs to be done in a given area. The cycle of needs assessment is easy to analyze: symptoms, problems, diagnosis, assessment, proposed solutions, implementations, evaluations, and deeper levels of needs assessment.

As a result of reading this document, the reader should be able to:

1. develop a working knowledge of the needs assessment process,
2. develop a working knowledge of the community overview process,
3. organize a basic structure for community survey instruments,
4. organize a time line and flow charge for the local community,
5. incorporate data into program planning,
6. measure impact in a variety of ways, and
7. design program objectives for a specific community.

In order to cut down on the paperwork, a simple reporting format has been included. This reporting format enables the community needs assessor to summarize results in a short readable format.

ANALYTICAL SUMMARY

This document contains everything necessary for an organized needs assessment. The following paragraphs offer suggestions on how to derive most benefit from this document.

FIRST:

Read the definition of needs assessment. This definition appears on page iii. This definition analyzes each of the following components of needs assessment:

Symptoms
Problems
Diagnosis
Assessment
Proposed solutions
Implementation
Evaluation
Deeper levels of needs assessment

SECOND:

Concentrate on the DETAILED ANALYTICAL SUMMARY of this document, which is found on page v.

THE BASICS OF NEEDS ASSESSMENT

DEFINITION:

A needs assessment is a systematic method of checking to identify what needs to be done in a given area.

CYCLE:

Needs assessments occur in cycles with clearly recognizable phases such as symptoms, problems, diagnosis, assessment, proposed solutions, implementations, evaluations, and deeper levels of needs assessment.

A. Symptoms: Something seems to be wrong or out of whack. Obvious difficulties are noticed and brought to the attention of responsible individuals.

B. Problems: Responsible individuals begin to notice patterns in the comments and complaints received from a variety of sources. These unresearched clusters of symptoms, comments, and complaints are potential or alleged problems.

C. Diagnosis: Researchers ask the question, "Does a problem really exist?" Symptoms, comments and complaints are analyzed and documented. This empirical process helps in sorting out facts, fiction, exaggerations, unrealistic expectations, and all available data. Fundamental causes are hypothesized and validated. Unmet human needs are pinpointed as the source of these problems and their causes.

D. Assessment: Responsible individuals take the results of the research diagnosis and ask, "Exactly what is wrong?" and "What can we do about it?" Assessment answers these questions in general.

E. Proposed Solutions: Alternatives must be identified on the basis of authoritative assessment. These alternatives must be sufficiently detailed to permit implementation with available staff and available resources. Availability must be interpreted broadly to include both presently in place and readily fundable in a reasonable timeframe.

F. Implementations: Planned alternatives are carried out. Plans become reality and result in effective action. Specific remedies are applied to specific problems. Specific needs are met in a variety of ways. Steps

F. Implementations: cont'd.
are taken to respond effectively and appropriately to comments, criticisms, and suggestions. All this is done in an atmosphere of problem solving.

G. Evaluations: Hard nosed data collectors ask the questions, "Have identified needs been met? Have researched and documented problems been solved? Have some alternatives worked better than others?" This data is translated into information that makes sense to those who originally reported the symptoms of the problem allegedly being eliminated.

H. Deeper Levels of Needs Assessment: The first phases of many needs assessments often revolve around one or more problem areas. The deeper levels of needs assessment are much more positive, that is, they stress basic human needs rather than daily gripes and complaints. At this point, the needs assessment process starts all over again. Human needs and desires replace symptoms and problems. The focus is on fuller human development. The steps of diagnosis, assessment, proposed solutions, implementations, evaluations, and still deeper levels of needs assessment repeat their cycles.

DETAILED ANALYTICAL SUMMARY

Anticipated Workshop Outcome	For More Information See the Following Pages
OUTCOME I: Develop a working knowledge of the needs assessment process.	page 2
A working definition of needs assessment is given. Some of the practical nuts and bolts of a needs assessment are explained. Basically, needs assessment is operationally defined as asking the right preliminary questions at the right time. Sample questions to ask are given.	
OUTCOME II: Develop a working knowledge of the community overview process.	page 5
Community overview is defined. The characteristics of a community overview are described. This section is short. It boils down to one principle: Every question asked locally must be linked to a local concern, issue, value, purpose, goal or objective.	
OUTCOME III: Organize a basic structure for community survey instruments.	page 7
A community survey questionnaire is defined. One principle is stressed: If the data is merely nice to know, drop it from the questionnaire. Employer surveys are important. Important surveys are valuable when they stress job titles, pay scales, and accurate information.	
OUTCOME IV: Organize a time line and flowchart for the local community.	page 9
A definition is given for each of the following: a time line, a flow chart, months in advance, and check points. An example of an effective time line is given. This time line answers all the following questions: WHAT, WHO, HOW, WHEN, WHERE, WHY, TIME, and PERSONNEL.	
OUTCOME V: Incorporate data into program planning.	page 11
Data are factual pieces of information. Data must be organized in order to become usable information. Sample preliminary questions are given. Stress is placed upon needs assessment as a survey of individuals. Priorities must be translated into fundable proposals.	

OUTCOME VI: Measure impact in a variety of ways page 17

Six evaluation formulas are illustrated. An adult education questionnaire is presented as one way to measure impact. This questionnaire is ready for duplication and use.

OUTCOME VII: Design program objectives for a specific community. page 23

Evaluation answers one question: "How do we recognize success as far as pre-specified objectives are concerned?" Key steps in the evaluation process are listed. An example is given of each evaluation step.

COMMUNITY PROGRAM NEEDS page 29

A seven column program needs assessment is illustrated. The seven columns are: NEED, STATE HANDBOOK, ADVISORY BOARD, DELIVERY SYSTEM, RESOURCE GUIDE, TRAINING WORKSHOPS, and DATA SYSTEM. Each of these seven areas are further analyzed by purpose, type of producers, audience, and frequency of occurrence.

Anticipated Workshop Outcomes

	Page
1. Working knowledge of needs assessment process.	2
2. Working knowledge of a community overview process.	6
3. A basic structure for developing community survey instruments.	7
4. A time line/flowchart for own community	9
5. A structure for incorporating data into program planning.	11
6. Ways and methods of measuring impact.	17
7. Program objectives designed for a specific community program.	23

Outcome 1

Working knowledge of needs assessment process

Definitions

Needs assessment is a continuous determination of where the community is (status quo) and where it needs and wants to go (group self-improvement). As such, it is a planning process.

A process is a series of actions or operations, all of which lead to an end product, purpose, or objective.

Planning is the mental formulation or graphic representation of "what to do next" in such a way that each action or operation provides a solid base for the next step.

Nuts and Bolts

A. Stressing the "reason why" something is done is the best way to stress the process. This means organizing available data, people, and things into attainable objectives.

B. Asking appropriate questions establishes a data base.

C. Asking human questions helps group people into a community.

D. Asking people for advice, help, and recommendations makes individuals and groups more likely to share things, many of which were purchased with public funds.

E. Attitudes determine affective (or value) objectives.

F. Statistics determine cognitive (or knowledge) objectives.

G. Available resources and personnel determine psychomotor (or operational) objectives.

Each of these components (from A to G) are developed more fully on the following pages.

The Process of PRELIMINARY QUESTIONS

A. The process is more important than each specific form, item, and procedure. The imperatives used to start off sections D, E, F, and G are suggestions based upon success achieved in a variety of educational programs.

B. One of the early problems is getting to know the community through a series of questions such as:

1. Do you have the support of:
   - school board
   - local government
   - staff
   - school administration
   - others

2. What kind of community do you have?
   - urban
   - suburban
   - rural

3. What kind of funding is available?
   - for a comprehensive community needs assessment

4. What is already being done?
   - extent of
     - geography
     - populations
     - services

5. Do you have access to:
   - mass mailing lists?
   - reduced postal rates?

C. Asking such questions:

1. Is good public relations
2. Gets people together
3. Helps focus on the issues
4. Keeps people together on common goals

D. Developing Advisory Boards is a DOable task:

1. Contact Chamber of Commerce to get a cross-section of organizations

2. Contact Agencies:

Health	Recreation	Social	Community
Library	Parks	Civic	Action

3. Contact representatives of:
Education, Youth, Teachers, Unions, Labor, Business, Industry, Schools, Minority Groups

Guideline * Zero in on organizations and individuals who are concerned with the needs of the community.

Guideline ** These groups need to be told what they can do to help; this defines roles and functions.

Guideline *** All expressed needs should be verified through community needs assessment for a specific identifiable community.

Guideline ****CRITERIA for Advisory Boards:

Cross-Section	(Decentralized Task Force)
Involvement	(Concerned Community Members)
Ownership	(Community Takes Over the Program)
Identity	(Where People Live)

E. Become aware of community trends by researching ATTITUDES TOWARD:

1. Spending for Education
2. Spending for Community Improvement
3. Spending for Recreation
4. Community Growth (e.g., population and housing)
5. Industrial Expansion

Such a process can help create a sense of community within a given area. Trying to answer the "tough" questions is a good way to win support. Getting people to work together is not an easy task. Identifying common goals is a key step. Similarly, a common link may be found in things used jointly, such as a school building or district. The newspaper is a good starting place for the above research.

F. Clarify the purposes of STATISTICAL ANALYSIS you have in mind:

1. Identify target populations
2. Provide a basis for comparison with the survey of individuals

If your purposes are different from 1 and 2, you may want to revise completely the suggestions found in section G.

G. Decide upon the content of the survey instrument:

1. Education level (adults, 25+)
2. Population (age groups)
3. Family Income (under priority level)
4. Foreign Born population
5. Welfare Statistics (education levels)
6. Employment Profile

   A. #'s unemployed
   B. #'s underemployed
   C. #'s unskilled

7. Other: _____
   _____
   _____
   _____

Target population groups will vary from community to community. Urgent severe needs determine the most visible target populations.

H. Survey human service agencies that respond to perceived client needs, many of which are desperate, severe, and immediate.

Short, intensive workshops can respond to these immediate needs much more appropriately than long term credential-oriented projects.

APPLICATION OF THIS PROCESS

In the small groups, let's try to apply this process to local concerns. The point is to come up with an instrument or survey form that can be used to gather data needed for decision making.

Outcome 2

Working knowledge of a community overview process

Definition

A community overview is the planning data for a local community assembled by gathering information through use of the PRELIMINARY QUESTIONS process explained in outcome 1.

Characteristics

The exact preliminary questions used in a community overview will vary from community to community.

Every question asked locally can be linked to a local concern, issue, value, purpose, goal, or objective.

Outcome 3

A basic structure for developing community survey instruments

Definitions

A community survey instrument is a needs assessment form sent to individuals or to groups (such as employers).

Such a form is structured when every item on it can be explicitly linked to information needed for specific decisions.

Nuts and Bolts

If the data is merely nice to know, drop it from the form.

The form must be seen both as a source of needed information and as a "sales pitch" made to prospective clients and sponsors.

Needs Assessment: Employer Survey

If employment is a need area, such a survey is a must.

Job titles are important.
Pay scale is also a concern.
Yet the survey must be concise.

When most jobs are unskilled, don't expect generous altruism from large employers of untrained laborers.

Outcome 4

A time line/flowchart for our community

Definitions

A time line/flowchart is a graphic representation of a plan of action.

Months in advance are deadlines or estimates that stress the fact that certain actions or operations must be completed or underway before the next step can begin.

Checkpoints are systematic attempts to monitor the time line or flowchart in such a way that deadlines are met on schedule. A checkpoint can be a short simple or an elaborate quality control depending upon the local need for review or authorization.

Here is an outline of some of the information you may need to find out what is available in your county area.

I. General Information

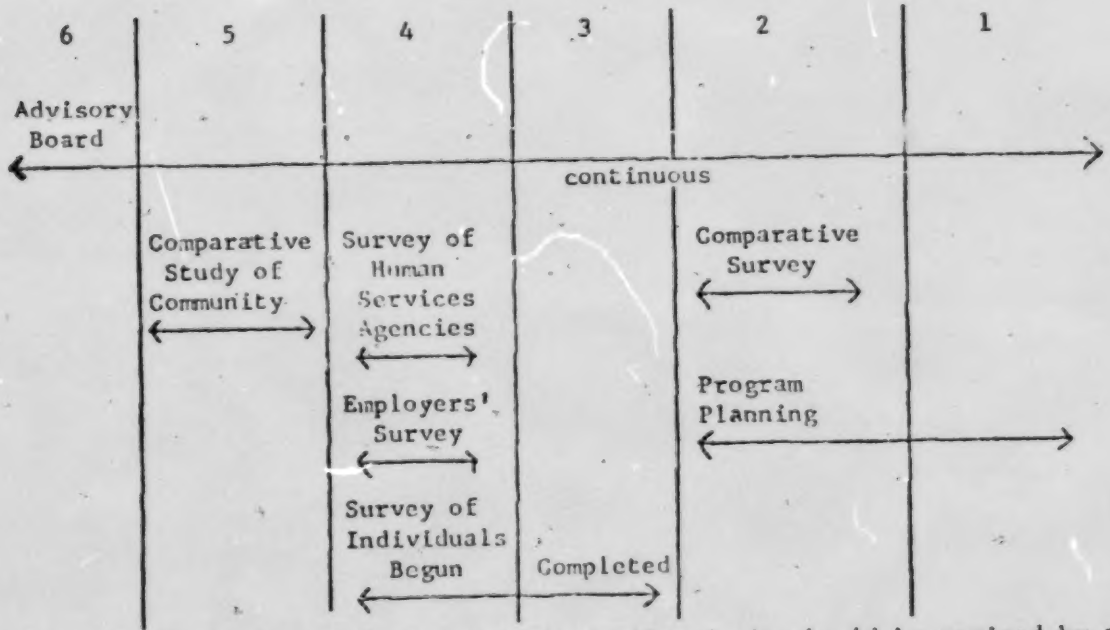
A. Geographic Area
B. Populations: Reached and Not Reached
C. Programs Offered

II. Specific Information

A. High School Completion
B. Adult Basic Education
C. Vocational
D. General Adult
E. Recreational
F. Senior Citizens
G. Handicapped
H. Pre-school
I. .....
J. .....
K. .....
L. .....

Once you get the information you need, use a workable time line flowchart to predict what you can accomplish in a reasonable time.

Time Line (in Months in Advance)



The first time this time line is developed, it should be revised by asking and answering the following questions:

1. WHAT will be done?
2. WHO will do what?
3. HOW will it be done?
4. WHEN will it be done?
5. Do we have enough TIME and PERSONNEL?

In this way, the time line flowchart becomes workable and reasonable.

Outcome 5

A structure for incorporating data into program planning

Definitions

Data are factual pieces of information used as a basis for discussion and/or decision in the planning of the local program and projects.

A program is a public and legal entity open to all without discrimination and with affirmative outreach to community members in need.

A project is one of many activities undertaken by a local program.

PRACTICAL APPLICATIONS

of the

Community Education Workshop

THE NUTS AND BOLTS OF PRELIMINARY QUESTIONS

Asking preliminary questions goes beyond following an outline and gets down to business by dealing with foreseeable human community problems such as:

A. Human sharing of territory must be spelled out in advance and in detail.

B. Self-supporting programs emerge out of human needs that people want satisfied.

C. Insurance liability can become a source of cooperation rather than a sword hanging over your head.

D. Community education does many things that can be grouped under three headings: communicate, coordinate, and cooperate.

E. Evaluation can be simple and direct.

F. Self-autonomy is a premise of community education.

G. Priorities can be listed and met.

H. Proposal writing is a learnable science.

The following paragraphs expand each of these basic "nuts and bolts" problems:

Needs Assessment: Survey of Individuals

The return mail procedures must be kept simple and smooth. Certain sensitive questions must be pre-screened to avoid backlash reactions because of potentially embarrassing wordings.

Response rates will vary. A 10 percent rate can be adequate in some cases. Recognizing that responses often come from a limited population group, results are a beginning point only.

The development of the instrument requires articulation, computerization, testing, sampling, tallying, and simulating. The instrument development must involve all the representative constituents in the community if you are to get a representative sample return.

A. Review the literature to determine if similar instruments exist.
B. Use existing instruments as a springboard for local development.
C. Hammer out a locally developed working document that reflects community involvement.
D. Cover the total community to gather inputs on what should be assessed.
E. Combine the data gathered with available census data.
F. Spot the techniques that help reach a specific target population.

For example, get people in for a hot topic, e.g. how to buy a car. Then announce other available services. Go to the communities via Churches, Clubs, and Coming Events. If you want to reach teen-agers, why not go to schools before or after school or during noon hours. Not everyone in need will respond to a mailed questionnaire.

Two questions: 1st Are you interested?
2nd Would you attend, if it were offered?

Both are needed. Yet even both are not enough to insure attendance! Getting their feet in the door is important. People need to feel comfortable in a small identifiable unit with which they can talk.

Recruitment and needs assessment analysis require the identification of community spokesmen. Bringing the program to the community is sometimes a necessity.

Conduct a needs assessment in conjunction with an analysis of how people would like to have their needs met.

Change the image people have of the school. One way to do this is to change the way people in the school act. The people in the school can give the building a warm or a cold atmosphere or feeling.

The way a service is packaged influences the way people respond to it.

Are there rules and regulations that are counter-productive to the objectives of community education? If so, a letter to the right person is sent up and down the regulatory agency until someone says, "Let me know about it by such-and-such a date!"

A. Sharing of Territory

Some groups share little if anything once their territory has been staked out. Privacy and routines of long standing are seldom changed overnight. Some age groups do not mix spontaneously. Conflict is a human emotion and predicament: some want more quiet while others want more noise. If coordination is absent, schedule conflicts will emerge. If a facility is to be shared, the ground rules must be spelled out in advance and in detail.

B. Self-Supporting Programs

Leadership in a building can schedule self-supporting programs at minimum expense by adopting a policy of "I'm going to bring in enough revenue to cover salaries and expenses!"

C. Insurance Coverage and Supervision

Insurance coverage can be handled in many different ways. Sponsored activities can be supervised and included in blanket coverage. Insurance companies are reluctant to insure situations and groups that are not supervised by the school. Opening a building around the clock opens the school to a number of insurance liability possibilities. Supervision must be done in each building. Once such favors are exchanged, a give-and-take relationship can be established. Some people run scared. They run to a lawyer who invariably says, "No!" They may have legal security but few friends if an accident ever does occur. A remote central office is not the way to respond to the need for local supervision and community relations.

D. Communicate, Coordinate, and Cooperate

Community education programs aim at improved Communications, Coordination, and Cooperation between:

Ethnic and racial groups,
Service agencies, and
Available resources

Here are a few examples of objectives that can fall under each of these three general goals:

Communicate:
- Reduce isolation
- Define community education
- Identify needs, wants, and concerns of a recognizable community or critical mass individuals that make things happen
- Feedback data to government

Coordinate:
- Identify and utilize human, physical, and financial resources
- Schedule available services
- Act as a catalyst
- Expand hours of service to evenings and weekends
- Increase accountability of community institutions

Cooperate:
Develop a sense of community/individual and social responsibility
Establish a management system(s) and delivery system(s)
Provide advocacy, legal assistance,
Improve quality of life
Foster a vehicle for individual self-actualization through helpful support systems

E. Evaluation Questions

Try asking some simple and direct questions that measure impact.

How many people came?
How were they improved?
How rationally and prudently are we making decisions?

F. Self-Autonomy

Community Educators don't want others to do everything for them.

Preplanning for the next conference should include representatives from a cross-section of local programs.

G. Priorities

Priorities can be listed and met. Here are a few examples of things we need and want.

County-by-county coordination:
List what's available
Learn about what others offer
Plug into existing resources
Spot key action persons who get things done

Selling package, that is, a KIT ON HOW-TO-DO-IT
The Board
Building Principal
Individuals
Funding Sources
Available Services

Funding package, that is, a list of WHERE the money is including:
Funding Sources
Adequate Warning Time
Initial Con acts
Types of Local People to Contact

Common profiles to identify common problems

Inter-Agency Cooperation at the State level with such agencies as:

NYS Division of Youth
  Recreation
  Youth Services
NYS Office of Aging
NYS Parks & Recreation

These cooperative links help us spot matching funds, make input into masterplans, and respond to issues and trends.

H. Proposal Writing

Proposals need measurable and meshable:

Goals	(general sense of direction)
Objectives	(significant milestones or outcomes)
Activities	(photographable events and tasks that lead to completion of the above objectives)
Plan of Operation	(management system operationalized)
Operational Tasks	(DOable activities)
Evaluation	(3rd party hard data and other methods measuring success)
Detailed Budget	(rounded dollars instead of fictitious numbers of pennies)
Direct Linkages	(all of the above ties in with a goal or objective)
Timeline	(approximate dates of completion graphically depicted)

Successful proposal writers avoid:

Abbreviations that go beyond P.S., i.e., and e.g.
Assumptions that proposal readers know a lot more than what they read in the proposal bring evaluated and reviewed

Outcome 6

Ways and methods of measuring impact

Example

The following instrument is presented as one example of how to measure impact on individuals.

In this instrument, impact variables (such as satisfaction and employment) may be linked to individual variables (such as age and occupation).

In this instrument, evaluation is seen as "self-evaluation of the impact" on individual clients. Other definitions of evaluation can be seen in the formulas on the next page.

Evaluation Formulas

Here are six evaluation formulas:

	Formula	Meaning
	E = PJ	Professional Judgment
	E = M	Measurement
	E = (PERF = OBJ)	Performance Objectives
	E = EVOLVE	Evolution
**	E = PO	Public Opinion
*	E = IMPACT (self)	Self-Evaluation of Impact

On the enclosed survey instrument, the predominant formula is marked with one asterisk (*) and the secondary formula with two asterisks (**).

Prepared by the University of Maine at Portland/Gorham, Dept. of Adult Education
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ONE WAY TO MEASURE IMPACT

ADULT EDUCATION QUESTIONNAIRE

Please wait for instructions before you begin answering the questions on this form. Do not write on the questionnaire. You will be given an answer sheet to record your responses. Check only YES responses.

I am enrolled in the following program.

1. Vocational
3. High School Diploma
5. Adult Basic
7. General Adult
9. Associate Degree at V.T.I.

I am a

11. Female
13. Male

Military status

15. Never served
17. Veteran
19. Active Duty
21. Reservist

Citizenship

23. Citizen of U.S.

Present employment status

25. Employed full-time
27. Employed part-time
29. Not employed
31. Seeking work
33. Homemaker

Age group

35. 16-20
37. 21-29
39. 30-45
41. 46-65
43. Over 65

Present occupation (choose one closest to your line of work)

2. Professional and technical
4. Farmers or farm worker
6. Management, or proprietor
8. Clerical (secretary, teller, etc.)
10. Sales
12. Craftsman and foreman (welder, plumber, etc.)
14. Operator (Machine oper. truck driver, etc.)
16. Service (Waitress, mailman, repairman, etc.)
18. Homemaker
20. Other laborers (Custodians, assembly-workers, etc.)

Marital status

22. Married
24. Single
26. Divorced
28. Separated
30. Widowed

Highest grade completed before participation in Adult Education

32. 1 - 5
34. 6 - 8
36. 9
38. 10
40. 11
42. 12
44. 13 or more

Languages spoken

45. English
47. Other than English

Total number of dependents in your household

49. 1
51. 2
53. 3
55. 4
57. 5
59. 6
61. 7 or mor

If employed what is your total income per week from all jobs

63. Less than 80
65. 80 - 100
67. 101 - 120
69. 121 - 150
71. 151 - 200
73. Over 200

Wage history

75. Increased during past 2 years

Training allowances you are now receiving.

77. Veterans benefits
79. Vocational Rehabilitation
81. Work incentive (WIN)
83. Payment from employer

Allowances you have received in the past 5 years

85. Veterans benefits
87. Vocational Rehabilitation
89. Work incentive (WIN)
91. Payment from employer

Present annual family income from all sources.

46. Under 3,000
48. 3,000 - 4,999
50. 5,000 - 7,999
52. 8,000 - 9,999
54. 10,000 - 15,000
56. Over 15,000

Present sources of family income

58. Employment full or part-time
60. Social security benefits
62. Employment compensation
64. Disibility benefits
66. Aid to families with dependent children
68. Food stamps

Sources of family income within the past 5 years.

70. Employment full or part-time
72. Social security benefits
74. Unemployment compensation
76. Disibility benefits
78. Aid to families with dependent children
80. Food stamps

If the cost of your course were increased by the following amounts, would you still attend.

82. $5
84. $10
86. $15
88. $20

Kinds of courses you are now taking

93. Home courses (cooking, learning to speak English, etc.)
95. Reading - Less than High School level
97. High School credit courses (Math, English, History, etc.)
99. Skilled trade courses (Carpentry, Welding, etc.)
101. Leisure courses (Sewing, Woodworking, etc.)
103. GED courses (Preparation for GED)
105. Associate Degree courses at a VTI

Kinds of courses taken in the past 5 years

107. Home courses (Cooking, learning to speak English, etc.)
109. Reading - Less than High School level
111. High School credit courses (Math, English, History, etc.)
113. Skilled trade courses (Carpentry, Welding, etc.)
115. Leisure courses (Sewing, woodworking, etc.)
117. GED courses (Preparation for GED)
119. Associate Degree courses at a VTI

What was your main educational reason for enrolling in this Adult course.

121. Acquire useful knowledge
123. Learn to read and write
125. Learn to speak English
127. Finish High School
129. Preparation for college
131. Complete Apprenticeship program
133. Obtain new skills for my job
135. Complete Associate Degree at VTI

Degree to which educational goal has been achieved

137. Not at all
139. Partly
141. Completely

What was your main personal reason for enrolling in Adult Education.

90. To get a job or a better job.
92. To get a raise or promotion.
94. To qualify for Veteran's benefits
96. To meet new friends
98. To get your citizenship
100. To be able to help your children
102. To improve job performance
104. Self improvement
106. For enjoyment

Degree to which your personal goal has been achieved

108. Not at all
110. Partly
112. Completely

Number of years you have been taking Adult Education courses

114. 1
116. 2
118. 3
120. 4
122. 5
124. More than 5

The course you are now taking is

126. Closely related to your occupation
128. Somewhat related to your occupation
130. Remotely related to your occupation
132. Not at all related to your occupation

Number of courses you have completed in Adult Education

134. None
136. 1 - 3
138. 4 - 6
140. 7 - 9
142. 10 or more

How often do you enroll in Adult Education courses

143. My first course
145. Every registration period
147. Every other registration period
149. Only for special courses
151. Will register until my program is complete

Number of courses you usually take during each registration period

153. One
155. Two
157. Three
159. More than three

Level of education you eventually expect to achieve

161. Complete formal education
163. 8th grade diploma
165. High School diploma
167. GED
169. Two years of college or technical school
171. Four years of college
173. A higher trade proficiency

Number of hours per week you now attend classes

144. 0 - 3
145. 4 - 6
148. 7 - 9
150. 10 or more

Miles you travel <u>one way</u> to Adult classes

152. 5 or less
154. 6 - 10 miles
156. 10 - 20 miles
158. More than 20

Have any of the following changes taken place <u>because of what you learned in Adult Education</u>

160. Could not get a job but now able to
162. No longer need public assistance
164. More confidence in myself
166. Found a better job
168. Total income is higher
170. Better able to manage money
172. Job performance has improved
174. Received a raise
176. Received a promotion
178. Understand more of what I read
180. None of these apply

Please tell us the effect upon your life by completing the following statement:

Adult Education has..

Comments -

Outcome 7

Program objectives designed for a specific community program

Definitions

Objectives answer the question: "What is the desired outcome or end product?"

Evaluations answer the question: "How do we recognize success as far as the prespecified objectives are concerned?"

Key Steps in the Evaluation Process:

1. State Purpose(s)
2. Develop Objectives
3. Identify Target Population
4. Define Scope
5. List Questions to be Answered
6. Choose Appropriate Method
7. Develop that Method
8. Outline Procedures
9. Implement Procedures
10. Compile and Process Data
11. Reassess Needs

An Example of This Process

1. PURPOSES: Find Out

   A. TYPES of population that enrolls (Who comes to what)
   B. WHY they enroll
   C. HOW they enroll
   D. IMPACT on the lives of enrollees

2. OBJECTIVES: Assess and Count

   A. Vocational Outcomes: Improvement in income or employability
   B. Leisure/Recreation Outcomes: Some form of personal enrichment
   C. Academic Outcomes: Credential, continued desire for education, and measured achievement
   D. ABE/ESL Outcomes: Increased coping skills in daily living, employability, and income levels

3. TARGET POPULATION(S): Narrow Down the Scope to

   A. A specific population or UNIVERSE
   B. Identifiable groups
   C. Manageable proportions
   D. Realistic sample

4. SCOPE: Define a DOable Task

   A. Who
   B. What
   C. Where
   D. When
   E. Why
   F. How

5. QUESTIONS: Draft Out the Instrument

   A. Items
   B. Response made

6. METHOD: Brainstorm through the Evaluation Design

   A. Alternative-by-alternative
   B. Benefit-by-benefit

7. METHOD: Decide

   A. Which alternative is to be implemented
   B. Which modifications will be made

8. PROCEDURES: Make Sure That

   A. Simple directions are developed
   B. Minimally trained testers can administer the instrument
   C. All materials are ready to go

9. PROCEDURES: Gather

   A. Data
   B. Cross-section

10. DATA: Generate

   A. Counts
   B. Correlations
   C. Comparisons
   D. Printouts (when computerized)

11. NEEDS: Use Data to

   A. Reassess needs
   B. Make decisions based upon the best available information
   C. Project realistically into the future

COMMUNITY EDUCATION PROGRAM NEEDS

1. A State Handbook on Community Education Programs

   Input will come from:

   A. State Education Department
   B. Local Directors
   C. Dissemination Workshops

   Contents will include:

   A. Necessary groundwork for new programs
   B. Program development for young programs
   C. Maintaining and improving older programs

2. State Advisory Board for Community Education Programs

   We need a board that is distinct from our consortium members.

   This group would meet every 2 months and provide an on-going needs assessment.

3. Delivery System for Community Education Programs

   We want regional representatives that assist in:

   dissemination
   input in establishing priorities
   setting up regional workshops
   assisting new programs in their region

   These regional representatives would be reimbursed only for travel and meals.

4. Identification of Available Community Education Program Resources

   This would include New York State and other states.

   Dissemination could be done in several ways:

   Adult Education Clearinghouse (Syracuse University)
   Separate Clearinghouse

5. State and/or Regional Workshops

   These would be based upon the needs assessments of local directors.

6. Statewide Data Collection and Evaluation System

   The purpose of this system would be:

   a) Develop strategies to gain greater recognition and visibility for Community Education

b) Identify the present status of Community Education throughout New York State.

c) Develop strategies for funding patterns:

1) Present and continued support
2) Future support

This system could begin by broadening existing projects such as:

1. Adult Education Training Model for Agency Personnel (York College)

2. Community Mapping Course (CUNY)

3. Community Psychology Course (Marist College)

Eventually, such a system would identify all existing resources that have potential application in Community Education programs.

Community Education Program Needs

NEED	State Handbook	Advisory Board	Delivery System	Resource Guide	Training Workshops	Data System
URPOSE	Summarize best available peer and colleague judgment Categorize appropriate measures of success Publicize State approved priorities	Provide on-going needs assessment by involving community leaders Review the process that led to success of outstanding local programs	Organize regional representatives into "ready-to-go" action consultants Assist new programs on a regional basis	List available data, people, and things Identify sources: what, who, where, how to obtain these resources	Respond to needs assessments from local directors Sponsor and organize regional and statewide workshops	Document the present status and demographics of Community Educati Develop strategies for (a) recognition and visibility; (b) funding patterns
YPE OF RODUCT	DATA (booklet)	PEOPLE (meetings)	PEOPLE (list) (meetings)	THINGS (list)	PEOPLE (meetings)	DATA (report)
UDIENCE	USA NYSED Local Directors Local Staff	NYSED Local Directors	Local Directors	NYSED Local Directors Local Staff	Local Directors Local Staff	USA NYSED Local Directors
OURCE	NYSED Local Directors	Cross-Section of NYS Citizens	Established Local Program Directors	USA NYS Programs NYSED	NYSED Consultants Regional Representatives	Local Directors
REQUENCY	Yearly	Bi-Monthly	Monthly	Quarterly	Scheduled	Semi-Annually